

***IMAGINE***

***ASSESSMENTS THAT  
ENERGIZE STUDENTS***

# Areas to Balance

- Classroom and standardized assessment
- Achievement targets
- Assessment methods
- Methods of communication



# **Foundational Beliefs About Assessment**

- **Assessment should inform & motivate**
- **The key decisions are made by program planners & policy makers**
- **To maximize learning, maximize anxiety**
- **Assessment serves best when conducted once a year to inform & intimidate**

# ***Testing Explosion***

**1940's College Admission**

**1950's Commercial Tests**

**1960's Districtwide Testing**

**1970's Statewide Testing**

**1980's Nat'l Assessment**

**1990's International Tests**

**2000 Interplanetary Tests?**

# **Why so many?**

**“When the going gets tough, the tough get going.”**

- Raise the bar to increase the learning**
- Some get going**
- Some give up in hopelessness...**

# **A Different Set of Beliefs:**

- **Assessment should inform & motivate**
- **Crucial decision made by student, teachers & parents**
- **To maximize learning, maximize student confidence**
- **Assessment serves us best when it informs classroom-level decisions & helps students believe in themselves**

# **Important Questions:**

- **Who makes the crucial decisions?**
- **What assessment must be of high quality?**
- **How do we motivate students? Teachers?**
- **What uses of assessment will result in the most school improvement?**

# **3 Arguments for Balanced Assessment:**

**1. Greater Motivation**

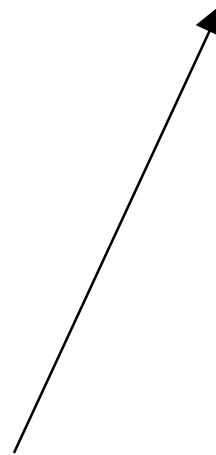
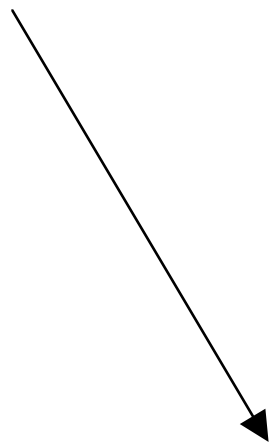
**2. Increased Achievement**

**3. Results in Life-Long Learners**



# **Rethink the relationship between Assessment & Student Motivation**

**Assessment = Effectiveness**



**Motivated Students**

**IF MAMA AIN'T HAPPY  
AIN'T NOBODY HAPPY!**

**IF KIDS DON'T  
WANT TO LEARN,  
THERE WILL BE NO  
LEARNING!**

**IF KIDS DON'T FEEL  
ABLE TO LEARN,**

**THERE WILL BE NO  
LEARNING!**

# **The Essential Question:**

*How can we help our  
students want to **LEARN**?*

# According to Our Traditions

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**\*Test Scores**

**\*Grades**

**\*Promotion**

# Psychological Forces at Work:

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**\*Reward**

**\*Punishment**



	Works Well	Does Not
For Whom?		
Why?		

**For students, classroom  
assessment is about risk  
management:**

**How do I avoid the  
embarrassment of being seen  
as incapable?**

# **STATE ASSESSMENT RESULTS:**

<b>MET STANDARDS</b>	<b>30%</b>
<b>DID NOT</b>	<b>70%</b>

# **School Mission & Student Motivation**

## **Mission**

**Sort**

**Ensure**

**Competence**

## **Attitude**

**If some students give up,  
that's good**

**If any students give up, we  
all lose**

***WE NEED A  
NEW  
ASSESSMENT  
VISION***

**NEW VISION:**

**NOT HOW WE ASSESS**

**HOW WE USE ASSESSMENT**

**Alternative to Our  
Traditions?**

**Students Take  
Responsibility for Their  
Own Learning**

**Anyone can use assessment to  
*destroy* a student's confidence.**

**Are we good enough to use  
assessment to *build* student  
confidence—especially once it  
has been destroyed?**



# **Path to Greater Student Motivation & Achievement**

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- \*Student-Involved  
Classroom Assessment**
- \*Student-Involved Record  
Keeping**
- \*Student-Involved  
Communication**

# **Student-Involved Assessment**

- **Partners in development**
- **Learn the meaning of success**
- **See how close they are now**

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**Result? A clear path**

# **Student-Involved Record Keeping**

- **Repeated self assessments over time**
- **Portfolios with self reflection**
- **Change is apparent to the learner**

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**Result? Success is within reach**

# **Student-Involved Communication**

- **Student-led parent/teacher conferences**
- **Greater sense of responsibility**
- **Pride in accomplishment**

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**Result? Greater achievement**

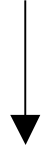
## ***Benefits of Student Involvement:***

- \*Provides conceptual understanding**
- \*Provides shared vocabulary**
- \*Keeps students in touch with their own growth**
- \*Motivates students**

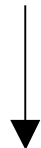
**Key to successful assessment  
is to build confidence:**

**Use assessment to help the  
student believe that the  
target is within reach...**

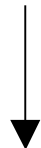
**Intimidation**



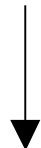
**Fear of Failure**



**Reduced Confidence**



**Reduced Risk Taking**



**Reduced Learning**

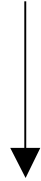
**Here's the problem**

**Excessive use of punishment  
destroys confidence...**

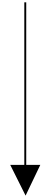
**Students who lose confidence  
stop trying, fail and become  
cynical.**



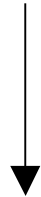
**Insight**



**Confidence**



**Risk Taking**



**Success**

**OUR JOB IS TO  
WORK OURSELVES  
OUT OF A JOB...**

# **OUR COLLECTIVE GOAL:**

**STATE ASSESSMENTS  
THAT:**

- \* Intimidate no one**
- \* Surprise no one**
- \* Merely corroborate**

# ***Assessment & School Effectiveness***

## **According to Our Traditions:**

- 1. Standardized Tests for Public Accountability**
- 2. Same Scores For Policy & Programmatic Decisions**

# ***Assessment & School Effectiveness***

## **Essential New Components Include:**

- 3. Classroom Assessment For  
Classroom-Level Decisions**
- 4. Classroom Assessment Process as a  
Teaching Tool**

# **Argument #1:**

**Balance = Enhanced Classroom Assessment = Greater desire to learn & more confidence**

## **Argument #2:**

**Greater  
desire &  
confidence** = **Greater  
achievement**

# **Black & Wiliam Questions:**

- 1. Does better classroom assessment = higher test scores?**
- 2. Does classroom assessment need improving?**
- 3. What improvement will help?**



## **Black & Wiliam Results:**

- **.4 to .7 standard deviation**
- **15%ile points (mid range)**
- **2 grade equivalents**
- **England place in TIMSS  
ranking: 21st to 5th**
- **Greatest boost for low achievers**

# Needed Improvements

- Assessment accuracy
- More descriptive feedback
- Student involvement

# **Argument #3**

## **Reading**

**Students who cannot monitor their own comprehension and change reading strategies when they aren't getting it cannot become independent life-long readers.**

## **Writing**

**Students who cannot monitor the quality of their own writing and fix it when it isn't working cannot become self-sufficient life-long writers.**

**Come to the edge, He said.  
They said, We are afraid.  
Come to the edge, He said.  
They came.  
He pushed them...And they flew!**

**by Guillaume Appolinaire (1880-1919)**